

Student Teaching Reflection Log

02/27/08- Wednesday

The eighth graders took a quiz on yesterday's content. Then the topic of the day was Alphabet of Lines. I found a great interactive lesson online that I projected on a screen. It showed the uses of lines to show what can't be seen in an object. We also talked about ANSI standards and the proper way to draw lines. We only made it through three types of lines, so tomorrow will be a continuation of today.

The Special Education class was painting their wind chimes today. They really enjoyed the activity and they took their time with it.

02/26/08- Tuesday

I discussed different types of drawings, grading criteria, and purposes of drafting with my eighth graders. I followed up with an activity that was a real hit. I had them try to tell me what their family car looked like. The common response was that it had so many windows and doors, it was short or long, it was a certain color, etc. Then I tried drawing a picture of what they conveyed. It didn't look like a car. Then I told them to draw their car. A couple of volunteers came up and showed the class what their car looked like. Although they had the same components, they were different. The purpose of the activity was to show that drawings offer a language that may be the only way to convey an accurate description.

The Special Education class cut copper tubing for their wind chimes. They learned how to remove sharp edges with a file in a vice.

The seventh graders took their quiz and finished up with a demonstration in the lab on using the sanding machines. They were able to demonstrate themselves how to operate the machines.

02/25/08- Monday

I started taking on a new class. I was amazed at the excellent behavior of the eighth grade students. I was able to cover the syllabus and still had time to clean out and assign drafting tools to the students.

I intended to take the seventh graders into the lab to do a demonstration on sanding machines, but my review of the last week was unsuccessful with only four students that had notes present. I decided to start over and instructed the class that at the end of the hour I was going to award credit for complete notes. I also told them that I would offer an additional extra credit point on their quiz if came prepared the following day with their notes. Most of the students who are falling behind are falling behind because of the lack of note taking.

(Week 4)

02/22/08- Friday

I attended the Stout Developing Professional Practice conference and arrived early which gave me the opportunity to meet with other Technology Education student teachers. We talked about block schedules, activities, special needs, and methods we

were using with the children. Many of us were experiencing problems with literacy issues.

I sat in on a seminar that discussed Love & Logic techniques. It offered several great tips on how to control and earn respect from the students in our classes. It provided methods to decrease stress and not walk into situations that we could be influenced into giving the students what they want.

I sat in on a seminar that discussed poverty and the effects poverty has on learning. I didn't find it as enriching because there weren't any tips offered to solve or accommodate the problem. It was more of an awareness presentation.

I sat in on a seminar that discussed job hunting. It was very informational and offered several resources and opportunities for students who are looking for careers in education.

02/21/08- Thursday

I received a phone call from Mr. Rieger that he was ill, and that I would be working with a substitute. I was put in charge of conducting all of the courses for the day.

First period, I discussed how two dimensional drawings are drafted in CAD; I showed them examples of modeling, both in solid and 3D representation; I discussed job opportunities, and the need for experienced engineers.

Second period, I assisted in the completion of worksheets that assessed the students' ability to comprehend basic blue print skills.

Third and Fifth period, I lectured on AC/DC current, pulses, and magnetic properties in welding and assisted in arc and Tig welding practice.

Sixth period, I worked with the Special Education class to help them drill holes in their wind chime project using the drill press. We created a template for a new component and finished sanding another.

Seventh period, I assisted students in completion of a chapter assignment. I experienced students who had no desire to work on the homework and had to constantly deal with behavioral issues.

Eighth period, I covered safety rules on sanding machines.

02/20/08- Wednesday

My seventh graders took their drill press exam.

02/19/08- Tuesday

My seventh grade class continued to cover the safety rules on the drill press to get them ready for the quiz. I presented a PowerPoint that was used to review knowledge of the students' understanding of the drill press parts.

02/18/08- Monday

Today is President's Day, and I have the day off. I spent the day continuing work on PowerPoints and lesson plans for the drill press and sanding machines safety units.

(Week 4)

02/15/08- Friday

Today is a half day of classes for teacher in-service. I spent the day grading exams and observing Mr. Rieger's morning classes. Even though the students went home after lunch, the teachers were expected to stay. There were no meetings scheduled so I had time to work on revising lesson plans and blocking charts. I have also found it easier to get work done when there is at least two hours of uninterrupted peace.

After leaving school, I continued to work on preparing my band saw and drill press safety PowerPoints.

02/14/08- Thursday

The Special Education class met in the classroom today to discuss their next project. Mr. Rieger hooked his computer up to the overhead projector and searched for ideas on the web. As he pulled up search results, he asked for feedback from the students on projects they would like to do. We didn't find much, so we discussed making another wood cut-out, except in the shape of a shamrock. I had suggested that they make wind chimes. They would be able to hand little metal tubes off the bottom of their cut-out. The idea seemed to be somewhat of a hit.

My 7th grade class met in the lab today. I had laid out all the tools and equipment I needed to do a demonstration earlier that day. When the students gathered around I had them critique my set-up of the drill press. They were asked to name off safety rules that I had violated. Some examples are: wrong speed for the wrong diameter bit, the bit had a self feed screw on the end, the bit was pinched to the side of the chuck, the key was left in the chuck, the table was not centered, etc. When we had finished, a few students attempted to set up the machine correctly. The lab activity took the entire hour and the students lost track of the time.

02/13/08- Wednesday

I was grading papers for the Mr. Rieger's welding class. I could tell there was misunderstanding when it came to welding symbols. I asked Mr. Rieger if I could take the class today to review good practices in reading and labeling the welding symbols that are found on prints. Many of the students may not have necessarily had wrong answers, but there were better answers, and having had AutoCAD experience, I felt confident in addressing the poor practices.

The Special Education class had finished their projects up by varnishing their pieces. There definitely was excitement in the students' faces that they had finished and were going to be able to take their projects home.

My 7th grade class filled in worksheets as I discussed drill press parts and safety rules. I made a mistake of calling on a student to ask a question relating to his parents' hobbies, and got a response of them being in jail. I changed the topic immediately, and vowed that the next time I have a similar question, that I had better ask for a volunteered answer from the class as a whole. I started losing control of some of the students, so I planned to have a change of seating assignments. I also took the opportunity to move students who were hard to hear to the front of the room.

02/12/08- Tuesday

The Special Education class stained their projects today. Three students took turns staining so that Mr. Rieger and I could coach them. They had fun and in some cases, I think they could out perform other students.

I made a mistake with my 7th grade class. I wanted to show the class video clips of new safety technology that could protect your fingers from a saw blade. Instead of showing each individual clip, I downloaded a complete file off the internet that I had assumed was a collection of the short clips I had viewed. As soon as victims of a table saw came on and talked about their amputations, I shut it off, and went back to clips I was familiar with. A lesson learned is to preview everything before showing and not assume the content.

02/11/08- Monday

My 7th grade class was informed of another opportunity to finish the exam. I gave them another ten minutes to look over their notes before their exams would be handed back. When they were finished, we reviewed the exam.

(Week 3)

02/08/08- Friday

I handed out my band saw safety exam in two parts. The first part was identifying parts of the machine. The second part of the exam was completing safety rules. Mr. Rieger said that he would have given them two days to complete the exam due to the amount of content they would have to know, so he told me not to correct it. He then told me to hand it back to the students and give them another opportunity to finish them.

02/07/08- Thursday

I spent the day as an assistant. I walked around the metals lab making sure that students were behaving and wearing their safety glasses. I helped the students read welding prints in group activities. The Special Education class was working on sanding, and I was helping them make sure they were sanding with the grain and not against it.

Over the prep and lunch hour, I graded papers and looked over safety on the band saw content which I was going to present. I wanted to take the class into the lab to cover the different parts of the machine, but Mr. Rieger told me to go over the information using the overhead projector in the classroom first. Then have them go into the lab and have them identify the parts. It worked out well because they were able to identify the differences in the two different models in the shop. After having been able to see the machines inside and out, we went back into the classroom to cover more safety rules.

02/06/08- Wednesday

I spent the first hour entering grades into the computer. Then I went down to the metals lab where students were beginning to build tool boxes out of sheet metal. When the class was coming to the end and the students were cleaning up, one student had set off the emergency eyewash station. I had to run across the room and shut off the water valve under the sink getting myself soaked. The student was warned by Mr. Rieger. We don't know if it was intentional, but one thing was certain, the students learned that the faucets dump twice the amount of water a bath tub does in two directions.

Over lunch and prep hour, I sat down to a video on automotive design. While I watched it, I wrote a worksheet that the students could follow along with.

I handed the quiz back to my last hour and most of them seemed to be relieved about the grades they received. Then I put on the video which was shown to introduce the design of their CO2 cars. When the video was finished, we went over the video and the worksheets. When the students started blurting out answers out of turn, I forcefully told them that if they don't pay attention to their classmate's answers, they might lose the chance to make corrections to their own worksheets. I gained control of the class in a productive way, so I was pleased with the results.

02/05/08- Tuesday

We almost had a close accident today. I was assisting a student in the Special Education class on the band saw. As I was convinced the student was operating the machine correctly and safely, my attention was drawn to an autistic student that was standing to the side watching the operation in fascination. I watched him carefully to make sure he didn't get too close. All it took was two seconds for another student to walk up in my rear flank to grab scrap pieces of wood off of the band saw table while the blade was moving. All of our hearts dropped when we noticed it. The student had taken pride in helping throw away scrap pieces, so he didn't mean any harm, but we made him take a time-out where we could re-explain the caution lines on the floor.

I went home early that day due to weather and early close. I took home the quizzes for my last hour class, as well as other homework to be graded. I found that the students did very well. Only two students scored below a B- showing that they didn't understand the content. No student scored perfect, but a few of them were one question away. I had to throw out one question that I felt could have been mistaken the wrong way. The students who had done the open-book assignments in class did poorly. I felt that the content was hard, but given enough effort, they should have done fairly well.

02/04/08- Monday

I spent the day grading papers and writing my last hour's safety quiz with Bob the Builder on it. It was meant to be challenging and students would have to think about every question carefully.

I handed out the quiz to my last hour and when the students were done, I went over the answers to give them an idea how they did. Mr. Rieger had to step in a couple times to quiet the class. I didn't feel it was that necessary as I figured they were excited to answer the questions they thought they had gotten right.

At the end, Mr. Rieger told me that it may seem ok, but after a while I would lose control of the class and they would walk all over me. I will take the advice to heart and try more discipline during my next class.

(Week 2)

02/01/08- Friday

Mr. Rieger asked me if I had been nervous yesterday. I told him that I wasn't, but had experienced other frustrations. He told me that I could make some of my own decisions. He also picked up on the difficulty of me teaching someone else's content and

after seeing my technical skills, asked me if I would do a PowerPoint. We had a projector that was never used, so I had agreed to give it a try.

Throughout the day, I put a presentation together. After presenting it to my last hour class, I sat down with Mr. Rieger to discuss how I did. He said that I did fifteen times better and that even he learned a few things.

He noticed that the class lost track of time, because it was a technology they weren't use to seeing. I filled the PowerPoint with plenty of pictures and examples that they could have fun with and relate to. I updated information and talked to the class about the reasons for standards changing over time. Mr. Rieger also had a method of teaching personal safety rules by starting from head and going down to the toes. My version included Bob the Builder where I inserted the graphic and placed arrows to all of his safety apparel. One student had asked if he was going to be on the quiz, and I told him that if it would help the class remember the rules, I would.

01/31/08- Thursday

I spent the day working on a grant request. The school was applying for a grant that required every department to design a flow chart that would help students register for classes and direct them toward a field of possible careers.

I had to do some school research to find out which courses students were required to take during particular semesters. I then chose the career cluster involved with Construction and Architecture. I then had to choose courses that would be best suited for preparing students for this career field. After that, I inserted them into a spread sheet.

My last hour lesson didn't go very well. Even though the material was given to me to use, much of it felt outdated. The outline I followed was very vague, and I didn't realize that I should have used the key that went with the outline. I didn't think that I needed the key, because safety rules seemed easy, and I felt confident in covering the material. Students were also asking me when the quiz was going to be given, and I couldn't answer them because we were already two days behind due to the school cancellations.

01/30/08- Wednesday

School was cancelled again. This time I found out that the closings get posted on the bottom of the TV screen on Channel 18, so now I know where to look in the future.

01/29/08- Tuesday

Mr. Rieger called me early in the morning to warn me of a possible early closing due to weather. When I left for Durand, I had heard that the schools in Dunn and Eau Claire County had closed, but no mention of Durand. As I passed Downsville, they announced a two hour delay, which I was happy to hear because that would allow for more prep time in the morning. When I arrived at the school I told Mr. Rieger about the closings, and he said that if it were true, we would close too. Fifteen minutes later, the janitors came down and told us that we could go home.

01/28/08- Monday

I spent most of the day observing Mr. Rieger cover the syllabuses, procedures, expectations, and plans for each class. Occasionally, I got down to the teacher's lounge to use the copy machine; and on one of those occasions, I ran into the other student

teachers struggling to learn how to use the copier. I was glad I learned how to use it before school started up so that I wasn't slowing down the other teachers.

The last hour was given to me to address. Mr. Rieger told me to present the syllabus the same way he had done in previous classes. When I was done, he told me that he was impressed how I handled the content. I had stories that related to the students and I interacted with them by asking questions.

I felt that I had done well too, but I felt uncomfortable not knowing the names of the students. It made me feel like a stranger. I would have liked to have taken the hour for introductions, but I was also more focused on how I was presenting.

(Week 1)

01/25/08- Friday

Today was an in-service day where teachers could grade final exams and prepare for next semester classes. I met with the office secretary Dianne Glaus so that she could get emergency contact information and so that I could collect keys, schedules, forms, maps, and manuals. I was given a brief tour of the school before the staff meeting where I was introduced to the other teachers. It was announced that there were two other student teachers, but they weren't going to be there until Monday. The meeting covered fund raising events and issues with a few students experiencing seizures.

The rest of the day, I worked with Mr. Rieger planning his seven courses for the semester. We typed up syllabuses and outlines and talked about what we were going to do over the course of the semester. I had plenty of practice using the copy machine in the teacher's lounge, which was a great place to personally introduce myself to the other teachers.